PEACE CORPS Volunteer

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Foundation Sets Up Pilot Program to Provide Career Information to Returning Volunteers

A career-information service has been set up on a pilot basis in Washington to help returning Peace Corps Volunteers make the transition from service abroad to positions in American education, business, and public service.

The organization, called the Peace Corps Volunteer Career Information Service, is staffed and operated by the American Council on Education. It has been financed by a special, one-year grant made by the Carnegie Corporation, a foundation devoted to training and to research in higher education and international affairs.

Some 700 Volunteers have completed or will complete their two years of service during 1963. Government agencies, businesses, school systems, public-service organizations, and educational institutions have expressed interest in returning Volunteers. More than 40 colleges, universities, and foundations already have offered some 275 scholarships and fellowships to Volunteers successfully completing service. [For most recent career opportunities, see page 20.]

"The United States possesses a unique resource in the Peace Corps Volunteers coming back from service abroad," said Alan Pifer, vice president of Carnegie Corporation.

"In assisting them to find their way to university scholarships and fellowships or to jobs in public service and in business, the Council is helping the country to utilize this resource," he said.

The Peace Corps Volunteer Career Information Service will:

- Seek out employment and educational openings suitable to returning Volunteers.
- Provide professional career-counselling service to returning Volunteers seeking opportunities matching their unique backgrounds.
- Keep track of the actual post-Peace Corps career experiences of returning Volunteers.

The Career Information Service will seek to make maximum use of existing placement offices, such as those operating at many universities.

The service will be directed by Robert Calvert Jr., currently manager of the Student and Alumni Placement Center at the University of California, Berkeley.

Volunteers should henceforth direct their inquiries on post-service opportunities to the Peace Corps Volunteer Career Information Service office at 700 Jackson Pl., Washington, D. C.

Chile, Colombia Volunteers Score Well on Language

Volunteers serving with the first Chile and Colombia groups attained a high level of conversational fluency during their two years abroad.

The Foreign Service Institute tested nearly 80 Volunteers nearing the end of service. Both the average and the mean of grade results marked the level of spoken Spanish as well over S-3.

FSI says that a person achieving S-3 "can participate in all general conversation; can discuss particular interests with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb a native speaker."

Twenty per cent of the Volunteers tested were rated S-4 or higher. FSI defines as S-4 a person "able to use the language fluently and accurately on all levels pertinent to professional needs."

In testing, no allowance was made for the fact that most of the Volunteers used and improved their Spanish in rural or urban localities of low educational and economic levels.

BY DAWN'S EARLY LIGHT, members of Peace Corps/Washington staff lead calisthenics for Peru trainees at Camp Crozier, Puerto Rico, at the suggestion of regular staff training instructors. From left are Sidney Jourard, consulting psychologist for Division of Research; Thomas Dugan, Inspector General; and Harold Flickinger, Assistant Director of Division of Contracts and Logistics. Also on hand but out of range of this photograph were Clement Lapp, Malaya Operations Officer; Cary Grayson, Division of University, Private, and International Cooperation; and Jerry Osterweil, Division of Selection. Under present program, all senior officials on Washington staff of Peace Corps will undergo two weeks of training with prospective Volunteers in Puerto Rico.

Another Opinion

Broadcast Wrongly Links Peace Corps, Project in U.S.

Life Line is "a nonprofit, nondenominational, religous-patriotic organization and is dedicated to the preservation of American Freedoms through an informed public." The organization says that its radio programs, also called Life Line, are given out daily to 315 stations in 42 states across the country, and it estimates that the program reaches five million listeners every day. The following program was offered for broadcast on June 5, 1963.

The Peace Corps has no connection, statutory or administrative, with the proposed National Service Corps, whose formation is recommended by the President for programs in the U.S. similar to those undertaken overseas by the Peace Corps. Peace Corps Director Sargent Shriver testified in behalf of the proposed NSC at the hearings in Congress.—THE VOLUNTEER.

OPEN: This is LIFE LINE, James Dobbs from Washington.

The Peace Corps, first formed as a rather small group of volunteers for charitable work abroad at public expense, is growing and branching out with all the speed we have come to expect of any federal agency. Not only does it intend to triple the size of its overseas work force in the next two years, but it is trying to move in the field of American professional services abroad and to set up a group here in the United States to carry on social work in competition with local and private charities.

The Peace Corps abroad has had a great deal of good publicity. It has been called one of the most popular and successful ideas of the present administration in Washington. Even early doubters, we are told, have been convinced of its value.

Yet, there are some who still doubt. We'll take a closer look at the Peace Corps, foreign and domestic, after this message from our LIFE LINE sponsor. (COMMERCIAL . . . 45 seconds)

No one questions the idealism and sincerity of the great majority of young men and women who volunteer for the Peace Corps, go through its stiff training and indoctrination and spend two years overseas at only $75.00 a month, plus basic expenses. Doubt about the Peace Corps has nothing to do with the motives of the young people who join it. Their motives would have to be very high, indeed. Yet, there are reasons to hold doubt about this organization.

Probably some of the young Peace Corpsmen have made good impressions on the people of the lands in which they live and work. But some question has been raised about this. Recent reports, for example, indicate that the Peace Corps is having difficulty establishing close relations with the people in former British possessions. Now, all members assigned to such areas must learn how to play cricket, a time-honored British game. Every Peace Corps training camp will receive instruction kits with 240 diagrams, the texts of lectures and humorous cartoons to stimulate interest in the game! From all this effort and expense to teach Peace Corps members how to play cricket, the question of their effectiveness in establishing good relations with people of other lands can safely be raised.

Another area of doubt relates to the employer of the young Peace Corpsmen. The Peace Corps is a government agency and every member is trained, assigned and supervised by the federal government. Each Peace Corps member is encouraged to look upon the government as the sole source of effective help for poor and suffering people either at home or abroad. What is more, Peace Corps members are young, inexperienced and often lacking in specialized training in any professional field. They have had, for the most part, little experience with the world outside the classroom. They make an ideal target for the ideas of the social reformers and one-worlders. We recall that much has been said about how Peace Corps members could best combat Mistaken propaganda in the foreign countries in which they were to live. But very little has been said about the possible effect of subtle Mistaken propaganda on the Peace Corps youth themselves.

After their two years of Peace Corps service under federal direction, it is safe to predict that the majority of these volunteers will have been thoroughly convinced that only government action can help people effectively anywhere in the world, and that foreign aid on a grand scale is the only long-run solution to the world's problems. They are most unlikely to appreciate the promise in truly free personal enterprise, since they will never have had the opportunity to see first-hand what it can do.

This suggests that the whole Peace Corps program is little more than a pilot project for the steady expansion of foreign aid, squeezing out the few remaining American private charities for foreign countries and promising business enterprises as well, in spite of solemn and official declarations that we should rely more on private efforts in these areas.

Concrete evidence of this is now coming to the surface. Peace Corps recruiters are seeking volunteers to conduct geological and mineral surveys in Ghana, Tanganyika and Cyprus. They have even asked professional geological and mineral societies in the United States for help in this recruiting.

Now, geological and mineral surveying is no job for young amateurs, however idealistic. Such surveys, properly conducted, are expensive operations. They require a large and costly organization to support the actual field parties, and highly trained technicians and administrators to insure results of any permanent value. Very few professional geologists and mineral surveyors are going to work abroad for two years for $75.00 a month. Unless the Peace Corps volunteers for this kind of work are not expected to accomplish anything at it, they will have to be supported by what amounts to a new foreign aid program in geological and mineral surveying. That is just what we can expect to happen if this program goes through; it would put the government openly in competition with American mineral enterprises already active in foreign nations, the Peace Corps serving as a feeder for the federal aid program.

Young Americans who wish to serve abroad and help others do not have to go as agents of the United States government. They can work through private charities, religious missions or personal enterprise. It is fashionable today to speak of American business in foreign countries as "exploitation." In truth, nothing is more desperately needed by the more backward countries—nothing could help them more—than sound, flourishing businesses employing large numbers of the local people.

Coming down from the clouds of myth into the world of fact, a young American who really wants to help the people of a backward nation could do far more for them by completing his professional training in science or business and then undertaking or aiding some major business enterprise in that nation than he could do by working for two years among mud huts as an untrained youth on the federal payroll.

An even clearer proof of the kind of thinking and purpose actually underlying the Peace Corps is the current plan for a home branch, the so-called domestic Peace Corps. That seems to be a very odd name, indeed, since we hardly seem to be in danger of internal or civil war. The Peace Corps at home would start with 5,000 members—more than the Peace Corps abroad has yet recruited for all the rest of the world—and it would operate in direct competition with local and private charity. Advocates of the domestic Peace Corps make no bones about their hostility to local and private charities. Just as the Peace Corps abroad appears to be a pilot project for more

(Continued on page 23)

289 Returned To U.S. Before End of Service

In 22 months of Peace Corps overseas operations, 289 Volunteers have returned to the United States before completing their scheduled terms of service abroad. As of July 1, 1963, the cumulative total of all Volunteers to go overseas was 4855.

Of the 289 who were returned, 63 came back to the United States for compassionate reasons—usually family illness or death. Thirty-seven came home for medical reasons, 183 returned because of problems in adjusting to their work or to living conditions. Six Volunteers have lost their lives. Two died in a commercial air crash in Colombia; one died of a liver ailment in the Philippines; one was killed in a car crash in Brazil; two died in a commercial plane crash in the Philippines.

Of the Volunteers returned before completing service, 122 Volunteers came back from Latin America, 79 from Africa, 70 from the Far East, and 18 from Near East-South Asia.

These figures indicate a slightly higher rate of return than earlier tabulations. Dr. Joseph T. English, Chief Psychiatrist for the Peace Corps, said that a much higher rate of return than the present one was predicted in the early days of the Peace Corps. The present rates he said may rise still higher this year before levelling off at a fairly constant rate.

Prizes of $2500 Offered for Books On Development

Two prizes of $2500 each will be awarded by an American publisher for the two best manuscripts on any major aspect of international development. One prize will be given for the best manuscript submitted from Latin America, Africa, the Middle East, and Asia; the other will be given for the best manuscript submitted from Europe, the U.S., Canada, and Australasia.

Manuscripts must deal with problems of developing countries, and the emphasis should be operational. Books with broad appeal, based on experience, will be especially welcomed. Education, industry, economic planning, international management, agriculture, finance, population, community development, communications, water resources, and like subjects fall within the scope of the competition.

For details write Editor-in-Chief International Division, McGraw-Hill Book Co. Inc., 330 W. 42d St., New York 36, N.Y.

QUIET LUNCH is eaten by Herbert Hoffritz (Cobleskill, N.Y.) and his host, Sardara Singh, a farmer friend. Menu consists of corn chapatties (thin griddlecakes of unleavened bread), curry dishes, and buttermilk. Hoffritz, an agriculture graduate of Pennsylvania State University, does farm-extension work in villages around Ludhiana, in Indian state of Punjab.

16 Volunteers Win Staff Posts In Washington and Overseas

Sixteen Volunteers who have recently completed service abroad have taken positions on the Peace Corps staff in Washington or overseas.

In Washington, four returned Volunteers are working in the Division of Volunteer Support as liaison officers in charge of backstop services for overseas Volunteers. They are George Kroon and Stephen Murray (both Colombia), serving Volunteers in Latin America; Ralph Thomas (Philippines), serving Asia; and Eugene Schreiber (Tanganyika), serving Africa.

Also in Washington, Jack Elzinga (Colombia) and Alan McIvor and Rex Jarrell (both Sierra Leone) are working in the Office of Public Affairs to interest members of professional and technical groups in Peace Corps service. Albert Lewis (Colombia) is working in the Latin America division of the Office of Program Development and Operations.

Those who have accepted overseas staff positions are Alexander Estrin and Philip Lopes (both Colombia), who will be Associate Representatives in Brazil; Steven Honore (Colombia), Associate Representative in the Dominican Republic; Gerald McMahon (Colombia), Associate Representative in Honduras; John Bossany and Leonel Castillo (both Philippines), Associate Representatives in the Philippines; and David Ziegenhagen (Philippines), Associate Representative in Thailand; and Peter von Christierson (Pakistan), Associate Representative in Pakistan.

In addition, there are 32 Volunteers returned from service who are assisting in training programs at colleges and universities throughout the U.S.

50 Agencies Meet in Conference On Work Service in Developing Lands

An international conference on voluntary service in developing countries was held in Strasbourg, France, in early July. Attending were representatives of more than 50 nongovernmental organizations, of member countries of the Council of Europe, and of agencies of the United Nations. Representatives of the International Peace Corps Secretariat and of several new European national-service programs were also present.

The meeting was designed to compare working methods and promote co-operation among the organizations, many of which have volunteer workers now serving in Africa, Asia, and Latin America.

Ghana Receives 12 Peace Corps Geologists To Assist in Survey Work on Back Country

Olcott Gates received a B.S. in American history and literature from Harvard in 1941, and an M.A. in geology from the University of Colorado in 1950. He earned his doctorate at Johns Hopkins University in 1956 and was associate professor of geology there until taking leave to join the Peace Corps staff as a Field Officer in Ghana.

By Olcott Gates

Ten Peace Corps Volunteers arrived in Ghana in May to spend two years in the rain forest as geologists on the Ghana Geological Survey. They are investigating beryl- and spodumene-bearing pegmatites, lateritic bauxite deposits, the presence of nickel in ultrabasic rocks, and the distribution of diamonds and columbite in alluvial gravels. They are living in bungalows in villages or in tents in the jungle.

Two additional Peace Corps geologists are carrying out mineral and petrographic analyses at the headquarters laboratories of the Ghana Geological Survey in Accra, the capital.

Geological techniques used in tropical Ghana are a combination of the traditional and the modern. Each geologist works as head of a crew of 30-40 men who cut trails through the jungle, dig pits where the lateritic soils are deep and outcrops scarce, and sample stream beds and gravels. These traditional methods are supplemented by detailed geochemical prospecting, geophysics, heavy mineral studies, X-ray and spec analyses, and microscopic petrography.

The Peace Corps geologists are here at the invitation of the government of Ghana. Since inception of the Peace Corps in 1961, Ghana has had a substantial number of Peace Corps teachers to meet the needs of a rapidly expanding school system while more Ghanaian teachers are trained.

When a greatly expanded mineral exploration program resulted in a parallel shortage of geologists, the government of Ghana requested the Peace Corps to supply Volunteer geologists to fill the gap during training of Ghanaian geologists.

The geologists who responded to the call for Peace Corps Volunteers came from the Humble Oil Co., (William Kaiser, Racine, Wis.), Massachusetts Institute of Technology (Ernest Kendall, Bridgewater, Vt.), Rutgers (John Adams, Willimantic, Conn.), Waynesburg College (William Luxner, Carmichaels, Pa.), Brooklyn College (Robert Levich, Brooklyn, N.Y.), Earlham College (Marshall Nelson, Princeton, N.J.), the universities of Wisconsin (Ronald Saunders, Madison, Wis.), California at Riverside (Robert Fakundiny, Highgrove, Cal.), Michigan State (William Woodhouse, Pittsford, N.Y.), Kentucky (Jimmie Lee Barr, Monticello, Ky.), Illinois (Edvardas Simonis, Chicago), and New Mexico (John Turnbull, Rock Island, Ill.).

All hold bachelor's degrees and two have advanced degrees; one is an assistant professor. Some came directly from their schools; others had had experience.

The Peace Corps geologists are fortunate to be working for an experienced survey organization. The Ghana Geological Survey together with the Gold Coast Geological Survey—its predecessor prior to Ghana's independence in 1957—have a combined experience of 50 years doing geology successfully under tropical conditions. The Volunteers work along with Ghanaian, British, and Dutch geologists as members of the Survey's professional staff.

Before arriving in Ghana in early May, these Volunteer geologists trained for 10 weeks at the University of Oklahoma and at the Experiment in International Living, Putney, Vt.

Volunteer geologists have also been requested by Bolivia where they will teach at the university level. Training for this program begins in the early fall.

Four Peace Corps geologists are working in Cyprus. Five Peace Corps geologists recently completed their service in Tanganyika, after having mapped 75,000 square miles of country.

CLIFFTOP LUNCHEON provides a scenic break overlooking the Mediterranean for these Volunteers serving in Cyprus. They are Gene Saucier (left) of Alexandria, La., and Robert Major of Pittsburgh, Pa., two of four geology-graduate Volunteers assisting Cyprus in mapping of Karpas Peninsula.

New Isle Idyll

Volunteer Service Kept Them Apart—But Not Forever

"MALIGAYANG BATI"—*congratulations* in Tagalog—are offered to the former Volunteers as Peace Corps trainees and other guests shower them with rice imported from—naturally—the Philippines.

"Peace Corps Volunteers," wrote the society editor of the Hilo (Hawaii) *Tribune-Herald*, "are not immune to Cupid's magic arrows."

As a case in point, she reported the marriage of Mary Katherine Teasler to Leonard Frederick Giesecke Jr. at the Holy Apostles Episcopal Church in Hilo on July 13.

What the society editor neglected to mention was that Cupid seemed not to make much headway when Boy first met Girl in training at Penn State for the Philippines 1 project.

They were confronted not only with the rigorous training program but also with a "language barrier"—Mary was studying the Bicol dialect, and Lennie was assigned to Cebuano.

Nor did Cupid get any co-operation in the matter of their assignments in the Philippines. They were set down about as far apart as the archipelago permitted, with Mary on Luzon and Lennie on Mindanao, where in time he became a Volunteer Leader.

Of course, they could have written to each other all the time—but they didn't. Not even a postcard.

Then how did Cupid finally prevail?

Well, they ran into each other seven times during their stay in the host country, at places like the In-Service Training Center at Ayala, a coastal *barrio* of Zamboanga City on Mindanao. (See "A Place to Talk and Think," by Leonard Giesecke, in THE PEACE CORPS VOLUNTEER, June, 1963.)

But it wasn't until their days as Volunteers were beginning to run out that Cupid began to close in. The more they considered what life would be like back in the "Estets," the more their thoughts dwelt on each other.

Mr. and Mrs. Leonard F. Giesecke Jr.

And so it was that when Volunteer Leader Giesecke was asked to fly by way of Hilo on his homeward-bound journey, in order to spend a month with trainees of Philippines 8, he:

- Wrote back to Texas air mail-special delivery to please rush a copy of his birth certificate to Hilo.
- Asked Mary Katherine Teasler to come along to Hawaii and become his bride as soon as said certificate arrived.

The wedding was the social highlight of the season for the University of Hawaii Peace Corps Training Center.

First off, the distaff side of the Tagalog, Hiligaynon, and Ilocano language-teams decided that there ought to be shower for the bride-to-be. There was—and even in Mary's home town of Memphis, it couldn't have been better attended.

Then John Stalker, Project Director, decided there ought to be a reception for the newlyweds—a suggestion to which the staff responded with enthusiasm.

The wedding itself was a society editor's delight. David Englund, Associate Project Director, was best man; Richard Coller, Co-ordinator of Area Studies, gave the bride away; and Marjorie Pfankuch was maid of honor.

Marj, who hails from Menasha, Wis., had also served in the Philippines and had also come to Hilo on a training mission. She was dressed "in beige silk organza over satin and carried a bouquet of island blossoms." The bride wore "a day-length dress of white dynasty silk with high-cowl neckline at front bodice, extending to a fuller drape at back. The skirt of the gown was bouffant, and she wore a shoulder-length veil caught to a bandeau."

For their wedding trip, the couple caught a plane to San Francisco, where the bridegroom was scheduled to spend a month with the Philippines 9 trainees at San Francisco State College. After that would come a trip to Lennie's home in Austin and graduate work at his alma mater, the University of Texas.

But Mr. and Mrs. Leonard F. Giesecke Jr. should not soon forget their wedding. Nor should anyone at Hilo. Said Marj Pfankuch: "What a sensation we would have been in my *barrio*."

Peace Corps Staff Aide Gives Out Word On Student Ship Bound for Europe

The Council on Student Travel recently donated passage on a student sailing of the Europe-bound M.S. Aurelia to a Peace Corps staff member assigned to head shipboard programs offering Peace Corps information.

Erich Hofmann, Assistant Director for Private Organizations, set up a Peace Corps library, showed films, and conducted daily seminars and counselling for the 1120 American student-travellers.

Among groups aboard were members of the National Student Assn., the Experiment in International Living, American Youth Hostels, American Friends Service Committee, and the African American Institute.

CST provided Hofmann with return passage by air.

Private Agencies Stretch Peace Corps Effort

Among the first Peace Corps Volunteers to go overseas were 15 teachers, nurses, and agricultural extensionists, sent to the island of St. Lucia in the West Indies. Almost two years have passed and a requested replacement group is now in training to carry on and extend the program.

The unique feature of this successful Peace Corps activity in St. Lucia is that it is operating without any Peace Corps staff or facilities at all. Under a Peace Corps contract, Heifer Project Inc., a world-wide nonprofit organization supported by various farm and voluntary groups, is administering the program through its overseas representative in St. Lucia.

Quite apart from its contract, Heifer Project has contributed to St. Lucia a library, as well as geese, pigs, chickens, and other animals in support of the project. For St. Lucia, Bolivia, and Ecuador, where Heifer Project administers other Peace Corps projects, and for Brazil and the Dominican Republic, Heifer Project has donated some $50,000 worth of livestock and other materials. Other private organizations have similarly donated all kinds of commodities for Peace Corps projects. In support of Peace Corps projects, CARE, for example, has made commitments of nearly a quarter-million dollars' worth of equipment, ranging from shovels to audio-visual trailers. In Colombia, CARE has allotted $100,000 to urban and rural community-action projects and an equal amount to Sierra Leone to be divided between the Peace Corps CARE-MEDICO project and the community-development project. In addition to these projects which it is administering in the field, CARE has also contributed to Peace Corps projects in the Philippines, Pakistan, Chile, Honduras, and the Dominican Republic.

From its earliest days the involvement of private organizations and universities has been essential to the Peace Corps' success. In establishing the Peace Corps on Mar. 1, 1961, President Kennedy declared that the Peace Corps would "make full use of the resources and talents of private institutions and groups." The Peace Corps has recognized the desirability of working as closely as possible with private organizations and with universities by a policy of giving these non-governmental groups preference in the administration of Peace Corps projects. By drawing upon their knowledge and experience, the Peace Corps has been able to gain added effectiveness, and often even private material resources.

Through two-year contracts with these organizations, the Peace Corps is essentially buying at cost services and facilities which it would otherwise have difficulty in duplicating directly. This can permit the Peace Corps to reduce or do without a wide range of overseas staff and facilities.

A continuing concern of Peace Corps leadership is to keep it from becoming an insensitive bureaucracy or an unimaginative "big government" agency. Sargent Shriver reflected this concern two years ago when he told the Senate Foreign Relations Committee: "In carrying out our Peace Corps program we hope to utilize American universities and private voluntary agencies to the maximum. * * * We are encouraged to believe that we shall be successful in mounting a substantial proportion of our total effort through universities and voluntary agencies, and thereby avoid the creation of another large governmental bureau."

By July 1, 1963, there were 15 private organizations under contract to help administer nearly 40 projects in 20 countries [see box adjacent]. When these organizations contract with the Peace Corps to administer a project, they use all of their publications and contacts with members and colleagues to attract qualified Volunteer candidates to fill not only their own contract project, but to

(Continued on page 22)

PRIVATE AGENCIES CO-OPERATING IN PEACE CORPS PROGRAMS OVERSEAS

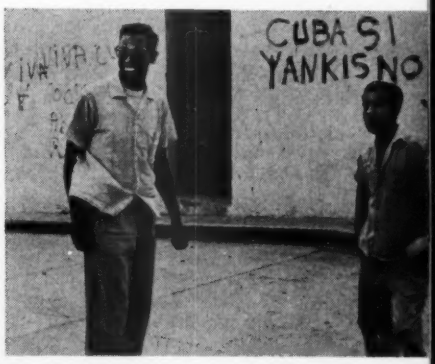
AGENCY	COUNTRY	TYPE OF PROJECT
Agricultural Technical Assistance Foundation (ATAF)	North Borneo/ Sarawak	Agricutural and Rural Community Action
	Thailand	Vocational Agricultural Teaching
American Association for Health, Physical Education & Recreation (AAHPER)	Colombia	Physical Education
	Ivory Coast	Coaches and Physical Education
	Morocco	Physical Education Instructors
	Senegal	Coaches and Physical Education
	Venezuela	Physical Education
Cooperative for American Relief Everywhere Inc. (CARE)	Colombia	Rural Community Action
	Colombia	Rural Community Action (Replacement)
	Colombia	Rural Community Action (Agriculture)
	Colombia	Rural Health
	Colombia	Urban Community Action
	Guatemala	Rural Community Action
	Pakistan	Co-operative Community Action
	Sierra Leone	Rural Community Action
Cooperative for American Relief Everywhere Inc.-Medical International Cooperation Organization (CARE-MEDICO)	Sierra Leone	Medical
Cooperative League of the U.S.A.	Colombia	Credit Co-operatives
	Panama	Agricultural Extension and Co-operatives
Credit Union National Assn. (CUNA)	Ecuador	Credit Unions
Experiment in International Living	East Pakistan	Multipurpose (Agricultural Extension, Health, Education)
	East Pakistan	Same—Replacement (Expansion)
Heifer Project Inc.	Bolivia	Rural Community Action
	Ecuador	Agricultural Extension
	St. Lucia	Education and Agricultural Extension
	St. Lucia	Education and Agricultural Extension (Replacement)
International Voluntary Services	Liberia	Elementary Education
National Farmers Union	Bolivia	Rural Community Action
	Senegal	Rural Community Action
National 4-H Club Foundation	Brazil	Agricultural Extension
	Brazil	Agricultural Extension (Replacement)
	Uruguay	Agricultural Extension
	Venezuela	Agricultural Extension (5-V)
National Grange	Guatemala	Rural Community Action
Near East Foundation	Iran	Vocational Agricultural Education
Young Men's Christian Assn. (YMCA)	Venezuela	Urban Community Action, Recreation and Social Work
Young Women's Christian Assn. of the U. S. A. (YWCA)	Chile	Urban Community Action, Education, Recreation, Social Welfare

TEACHER IN VENEZUELA

Since July, 1962, Jerome Page and four other Volunteers have been doing recreational work in a YMCA-administered program in Caracas, Venezuela. Like other cities in South America (and the world), Caracas is mushrooming in growth. For his work area, Page was assigned to Catia, a crowded suburb where recreational needs were great. One of his first jobs was that of building a baseball diamond. Baseball is a popular sport in Venezuela, but Catia boys lacked both equipment and a place to play. Page persuaded a businessman to lend a bulldozer and a truck, and children and adults turned out to help carve the playground out of hillside overlooking Caracas. Since then, baseball has taken hold. After a month of coaching, Page's team took on a veteran club from another recreation center and won one game of a double-header. The ensuing growth of pride was mutual. Page, of Denver, Col., has a B.S. in physical education from Colorado State University. On completing Peace Corps service, he wants to take a master's degree in social studies and teach in a junior high school.

PLAYGROUND where boys now play baseball was community project for Volunteer Jerome Page and citizens of Catia, a suburban district of Caracas. Here, Page is catcher-coach.

ALMOST ALWAYS ON SUNDAY, Page is invited to home of one of young friends for dinner. One American YMCA official who worked in Catia for 17 years never was invited into Venezuelan home.



ANTI-AMERICAN FEELING is widespread in district where Page works, but he finds that little animosity is directed at him.

YO-YO PROWESS is displayed by Page for boys of Catia district, where Yo-yos are fad. Page carries strings to give away.

SUNDAY OUTING takes Page and young friends to planetarium in Caracas, where they tour an exhibit of U.S. space equipment.

5 Volunteers Lend Talents To Work of Guayaquil Centro

By Esther Warber

El Centro Socio-Educativo Municipal No. 1 is in the middle of the southwest *barrios suburbanos* (suburban squatter settlements) of Guayaquil, Ecuador. The Centro is the scene of classes, parties, and other community activities. Classes for adults are under the direction of the Dept. of Municipal Education with a director and 11 municipal school teachers supplemented by voluntary workers —university students, Laubach Literacy workers, recreation workers, and five Peace Corps Volunteers.

There are classes in literacy, cooking, pattern-making and sewing, hair-styling, carpentry, mechanics, radio and electronics, tailoring, barbering, English, recreation and sports, first aid, nursing, theater, and manual arts. The Community Organization meetings Saturday afternoons are attended mostly by the women and girls, and the Friday evening meetings are attended by neighborhood men as well as many young men and women secondary and university students. After the Friday meetings, we have movies, mostly of an educational nature. After the Saturday afternoon meetings, however, there are social gatherings which may feature a free performance of the little-theater troupe, Teatro del Pacifico, or maybe a home production to celebrate Ecuador's Independence Day, with Centro members reading poetry and acting out pageants. One popular activity, well attended by young and old, is the Saturday night dances, mostly modern and always including the Twist. But also always included is Ecuador's national folk dance, *El Carazón* (the heart).

The Centro, set in a 25-block section of Barrio Letemendi, makes use of a school building afternoons and evenings following classes for children. It originally was designed to be an experiment in community organization and adult education. People from all over the city come to the classes. They must pay a monthly membership fee of six sucres (30¢) entitling them to take as many classes as they have time for. The class term follows the regular school year of the primary and secondary schools. This May-to-September term the Centro has been unable to accommodate all who wanted to participate.

Many projects have been carried out with the participation of the Guayaquileños who live in the area. Last year they helped in an intensive social-service survey, carrried out with the Dept. of Social Welfare and the School of Social Work (supported by the local Rotary Club). Community volunteer workers donated a Sunday to tramp from house to house gathering information on how many people lived in each dwelling, who in each family worked, how much school or training each family member had had, what jobs or trades they knew, how much money per month each family unit had, how much the family spent on food, and other data.

From November to February, a vaccination program was conducted by National Public Health of Ecuador. The 16 young women *vacunadoras* were all volunteer workers recruited from the Centro classes in nursing and trained for three weeks by nurses in the Public Health Center. These *vacunadoras* worked from 8 to 12:30 six days a week for four months to immunize thousands of *barrio* children in a 425-block area of the Suburbanos Oeste against diphtheria, whooping cough, tetanus, and smallpox.

Another community program, one of the first initiated, was a garbage clean-up. In our 25 blocks, the director of the Centro met with the members week after week to discuss the insect and rat pests thriving on garbage and to plan ways to dispose of the refuse. The members willingly co-operated to clean in front of their houses and pile the garbage on street corners, waiting municipal pick-up. But no trucks came. While the school children were on vacation this January, February, and March, one of the School of Social Work students organized the youngsters into a "Club de Recreacion del Letemendi" and put them to work converting discarded oil drums into garbage cans painted and lettered "Deposito su Basura Aquí," and had them build simple frames from which to suspend the cans. Meanwhile, Guayaquil received 10 new garbage trucks, and with them to supplement the fleet, our 25 blocks now have regular garbage pick-ups.

In our area, the people have no water in their houses. They are fortunate to have water piped in and faucets on every fourth corner to dispense it. It is a hard job carrying water; men, women, and children can be seen drawing water in buckets and carrying them home on a shoulder pole. The odd thing is that there is water everywhere in these *barrios:* many houses are built on poles in the swamps of Guayaquil. But all this water is severely contaminated and either brackish or salty.

Because much of Guayaquil is built on shallow fill over swamp land, sewage is a problem. During the rainy season, sewers back up. In areas where the daily tides cannot sweep the sewage out to sea, the city has put in open cesspools on street corners.

During the months when it is summer at home, the weather here is agreeably cool and comfortable; the skies are permanently grey with heavy, wet cloud cover. But little or no rain falls from May through November. From December through April, the rains come. The temperature reaches a mean of only 85° to 90° F., but the sun shines brightly when the rains stop and the humidity is extremely high. Especially in the *barrios suburbanos* the heat is hard to take

(Continued on page 21)

GRADUATION DAY finds Volunteer Esther Warber and James Smith, of the U.S. Information Service office in Guayaquil, awarding certificates to Centro members completing nursing course.

Esther Warber of Detroit, Mich., has an A.B. from the University of Michigan and an M.A. in special education from Wayne State University. She is teaching first aid and practical nursing in Guayaquil, Ecuador.

TEACHER IN INDIA

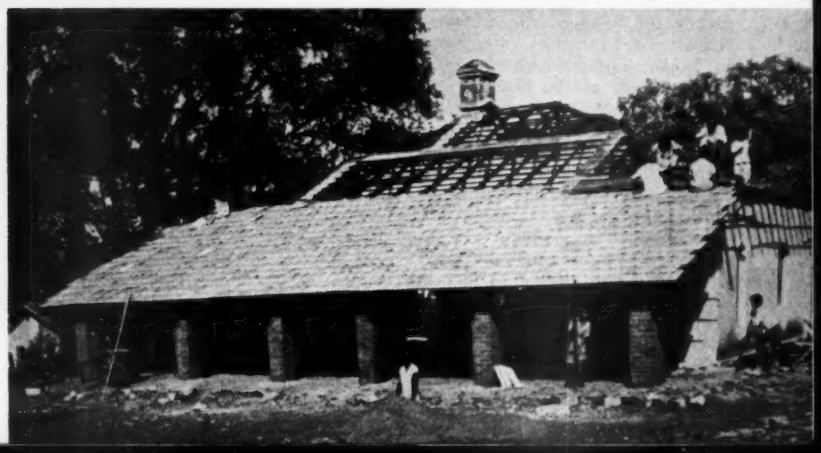
"I have been asking myself what I am doing which is of benefit or help as a Peace Corps person. I have built no chicken coops, haven't helped develop a better breed of cattle, haven't been able to make any contributions to 'Freedom from Hunger.' I can't do these things, I teach." So writes Volunteer Gertrude Becker from Lucknow, India, where she teaches 22 hours a week in a secondary school. Miss Becker, 70, speaks Hindi learned during 30 years in India as social worker, as teacher and superintendent of a missionary high school, and as dean of women at Leonard College, Jabalpur. For several years before her retirement in 1961, she taught at the Flandreau Indian School at Flandreau, S.D., now her home town. For this summer's "vacation," Miss Becker joined a group of volunteer workers rehabilitating a church camp at Pachmarhi, summer capital of Madhya Pradesh state. Her pictures describe the rebuilding of the camp and part of her role.

"The cottage, deroofed, as it looked the first day I saw it. Boys are loading old plaster into a trailer they used as a cart."

"The boys raised the roof timbers with a rope. Then they could go ahead and put up the rafters and battens and tar them in preparation for the tiles. I helped (right) to whitewash the undersides of tiles."

"There were tea breaks a.m. and p.m. and I helped in this, often making 120 pancakes and sprinkling them with sugar to be eaten as cakes with morning tea. Besides, I painted tubs. I swept and scrubbed floors and saw to cleanliness of the eating areas. I washed dishes . . . dishes . . . dishes."

"Here are the tiles being put up, white side down to reflect light inside. I took this picture the day I left, June 10."



Volunteers confronted by two cultures new to them

IVORY COAST

in working in French-speaking African country.

Alonzo Smith lives in Washington, D. C., and graduated from Georgetown with a B.S. (Foreign Service) in 1962. He is teaching English conversation at a school in Agboville.

By Alonzo Smith

Although underdeveloped by Western standards, Ivory Coast is one of the most prosperous countries in Africa south of the Sahara. Its capital, Abidjan, is a modern, industrialized city, with the second-largest port in West Africa. Ivory Coast is one of the major coffee-producing countries of the world, and coffee and cocoa together make up 78 per cent of its exports. Many Ivoiriens (as Ivory Coast inhabitants are called) are small farmers who derive small but steady income from coffee-growing.

Educational development in Ivory Coast has lagged behind economic development, due in part to the French-colonial-era policy of centralizing all French West African secondary-school facilities in Senegal. Since World War II, and particularly since independence in 1960, a secondary-school system has rapidly developed. There are now six schools in the country that award the *baccalauréat* (roughly the equivalent of a junior-college degree). Twenty-five Volunteers teach in secondary education, and one in primary.

Ivory Coast Facts

The Republic of Ivory Coast is a former French overseas territory. It achieved its independence on Aug. 7, 1960. It chose to remain outside the French Community proper, but in 1961 signed a bilateral agreement retaining its close ties with France. More than 60 tribes inhabit Ivory Coast. It is about the size of New Mexico and has a population of 3½ million. Sixty-four per cent is animist; 23.5 per cent is Muslim, and 12.5 per cent is Christian.

The French language, a holdover from colonial days, is the language of schools, government, and business. To move up, a man must know French, the language giving common bond to the country's 60 or so tribes. In its desire to modernize, Ivory Coast is seeking to elevate the status of women, who traditionally have occupied an inferior place in society. The inability of a woman to speak French creates a social gulf separating her from her husband who does, and her lack of French also handicaps her children entering primary school. To correct the situation of women's inequality, the government has set up Foyers Féminins (women's centers). One of the Foyers' main objectives is to teach women French, but they also teach child care, cooking, and sewing. Eleven Volunteers teach in Foyers Féminins.

As in the U. S., sports occupy a large place in national life. Athletes from Ivory Coast often compete in international contests, such as the recent Friendship Games in Senegal, where they were aided by the eight Peace Corps coaches.

Unlike Peace Corps programs in some countries, the Volunteers suffer little physical hardship here. All the Volunteers live in European-type houses with running water. Like many Volunteers elsewhere, Volunteers here have servants to wash and cook. Problems confronting Volunteers are real though they rarely relate to living conditions. As there are three main types of Volunteer assignments in this project, generalizations about the whole group are hard to make. Even among the secondary-school teachers, experiences vary, because the French school system is much more compartmentalized than is the American. The types of secondary school range from a Cours Complémentaire (junior high school), which trains primary-school teachers and clerical workers, to a Lycée, which leads on to university study. Then, too, Volunteers in urban areas have problems different from those in villages. The single problem common to most of the Volunteers has been the adjustment to two cultures, not just to one. The first, of course, is the African. Since most Africans here favorably regard Americans and the Peace Corps, the main problem here has simply been a difference in the standard of living. The second culture that we face is the French. Although the Ivory Coast received its independence in 1960, it still is closely tied to France, and there still are many Frenchmen here in technical jobs. Almost all secondary-school teachers are French. Their reaction to the Peace Corps has been mixed. Some, especially the younger ones, think the Peace Corps is a good idea. Others are skeptical of young Americans' teaching secondary school, particularly as many Americans have never taught before, and few of them speak fluent French, though they are learning to. A few, mostly Frenchmen of the older generation, apparently unable to adjust to the social changes of Africa today, are rather hostile. They still feel that France is the only country that can help the Africans, and they resent American efforts. Their attitude toward Africans is quite different from that of the Volunteers. Their motives for coming here are more pecuniary and less idealistic than are those of the Volunteers.

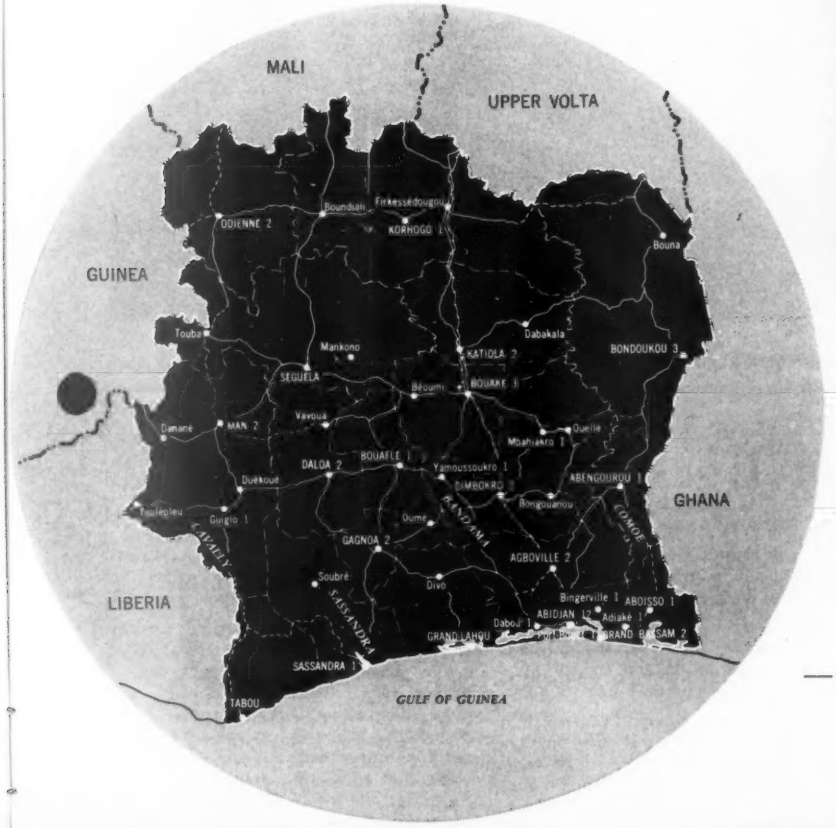
But the French are here in large numbers, and the Volunteers must find ways of getting along with them. Since the French are in positions of major responsibility, particularly in the Ministry of Education, this accommodation is a necessary, if sometimes painful, task. Furthermore, the main French criticism is valid: the Volunteers do not all speak French fluently. When the Volunteers first arrived, only three or four were really capable of teaching a class in French, despite nine weeks of training which included study of French. But, faced with classes, it was do-or-die, and gradually their French improved. But even now, 10 months after the first Volunteer arrived, only a few of them are really bilingual. This lack has been frustrating, because it limits the human contacts that the Volunteers want to establish with Africans. As partial remedy, many Volunteers are studying French this summer in addition to pursuing special projects.

Besides the language and social barriers, the Volunteers have had to cope, too, with an alien philosophy of education. The aims of French education differ markedly from those of the U.S. system. The United States tries—ideally—to educate everyone up to his capacity, but the French system allows only a few to go through secondary school and receive the *baccalauréat* degree; rigorous examinations eliminate most of their fellow students. Pupil-teacher contact is rare outside the classroom. Even in boarding schools, discipline is left to *surveillants,* or prefects, and at the end of the day, all teachers go home.

Most of the Volunteers agree that French teachers, despite their chill attitude toward their pupils, are well-trained and -qualified. The Volunteers, though, have tried to suggest that a teacher is something other than a lecture-giving machine. While conceding the high quality of French education, the Volunteers stress that learning is a dynamic process

MOSQUE AND MUD HUTS provide contrast in Bouake, the second-largest city (population 70,000) in the Republic of Ivory Coast. Three Peace Corps Volunteers are assigned there as teachers.

SWAYING BRIDGE made of woven vines gives a dry passage of Cavally River for Volunteer Don Baskett of Chillicothe, Mo., who teaches in Guiglo.



Numbers represent Volunteers at each location

Road (selected) — Seasonal road (selected) — Railroad

DEMONSTRATION often serves to help James Seger (San Jose, Cal.), who teaches English reading and writing at a school in a suburb of Abidjan, the capital city of Ivory Coast. Jim has a B.A. in English from Stanford, spent six months studying at "Stanford in France."

of developing the mind, and not just a matter of memorizing for examinations.

Whatever the successes or failures of Volunteer teaching and coaching, something must be said for efforts in achieving human understanding. What most Volunteers are doing here may not produce results so tangible as constructing a dam or building a school. But the good that they do, while less tangible, is just as real. The simple fact that Volunteers make an effort to invite Africans to their homes as friends makes a difference in a country where the practice has been separation of Africans and Europeans (a term which includes Americans). The effects of the Volunteers' teaching are difficult to identify. Often, it seems that the students' attitude toward education remains unchanged, and that most of them regard it simply as a way to financial and social success. This attitude can be frustrating to someone who expected to come over here and make a noble sacrifice by living in a mud hut. The psychological and spiritual difficulties are more taxing than physical difficulties.

The situation, though, is far from gloomy. The Volunteers in this project—those in the Foyers Féminins, and those in coaching, as well as those in secondary schools—are essentially engaged in teaching. Someone once said that a teacher never knows where his influence stops.

FOYER FEMININ at Abidjan meets under tutelage of Volunteer Carolyn Dukes of Atlanta, Ga., as baby sleeps on back of student. Dress, scarf, napkin, undershirt are drawn on blackboard.

Maman Goes to School

Nancy Scott of West Chester, Pa., was a second-grade teacher when she joined the Peace Corps. She is a graduate of Swarthmore and studied at San Diego (Cal.) State Teachers College, the University of Geneva, and the University of Pennsylvania. She teaches at the Foyer Feminin at Yamoussoukro.

By Nancy Scott

The African sun is fierce when you have to pull yourself together after the two-hour noontime break to return to work. All the rest of the world is still sleeping. You can almost hear the buzz of sleep as you walk by the still courtyards and the houses with their shuttered windows looking like closed eyes. The midday meal has left faint odors of wood fires, fish, and fried plantain in the air. Chickens and guinea hens have hidden under bushes, and the dogs are too drowsy even to scratch their fleas. Perhaps the fleas are having their siesta, too. You pass by the market, where remnants of the morning's activities are strewn about: squashed bananas, spilled tomato sauce, peanut shells. A few women sit there before little heaps of dried peppers, a mottled egg or two, a bunch of bananas, or a pan of *couscous*, a steamed cracked-wheat dish that is a staple of their diet. They have no customers, but there they continue to sit, half-dozing in the broiling sun.

The Foyer Féminin is shaded and cool; the big classroom on the second floor usually catches whatever breeze there is.

About 2:30, my women begin to drift in, though late-comers will turn up during the ensuing hour. Most look very fresh. Many have babies on their backs or toddlers tagging after them. There is an air of gaiety as we greet one another like a bevy of college girls reassembling after a holiday. Some of the students are very young, in their early teens. A few are oldsters, but most are in their 20's. Of course, judging their ages is sheer guesswork on my part and on theirs, too, in most cases.

Two Groups Taught

So classes begin. In the large room are the *debutantes*, in the charge of the *directrice* and her helper, both young African women. I have the *avancées* in a little room adjoining. Most of the time we keep the door between the two rooms open—until the din becomes too distracting: "b+a=ba, b+i=bi," and so on, the pitch rising, the volume increasing.

There are only the essentials in the classrooms: a large blackboard, box of chalk, slates, pencils, notebooks, and a primer apiece. But I realize more and more in teaching here the truth of the observation that the best school need be nothing more than a good teacher on one end of a log and a pupil on the other. Moreover, if you need visual aids you have only to get some bottle caps for counters, some carbon sheets and stenopads for duplicator work, and so on as far as your imagination can push.

The Ivory Coast government set up these Foyers to meet the urgent need for education of women. The men have had a head start in education and have left the women far behind. This has created a real problem: households consisting of a literate father and children and an illiterate mother. Many of the husbands have positions in government, in education, or in business. They are associated with men of similar education. An illiterate wife is incapable of entering into this aspect of her husband's life; thus a chasm

exists in the family structure. To bridge this gap, the Foyers Féminins have been created. There are at present 30 Foyers in cities and large towns of Ivory Coast and more are being planned. Enrollments range into the hundreds in the cities and down to a dozen or so in the villages. Enrollment is high in October at the opening of the session but dwindles badly after Easter, when heavy rains set in. Absenteeism is a constant problem; home and family having necessary priority.

The Ministry of Education has drawn up an excellent program for the year's work: reading, writing, arithmetic, hygiene, child-care, household management, cooking, sewing, and related domestic studies. It is a completely realistic program, based on local concepts and needs, and does not set out to "burn bridges" but to mend them, underpin them, and add to them. The hoped-for by-product is that the home will become a place where some level of intellectual give-and-take can occur, where ideas can be created and carried out, and where, on some scale, the amenities of life can be practiced.

The schoolroom language is, of course, French. My students speak it well, but when they grow excited, they switch to Baoule, the dialect in my village of Yamoussoukro. When they switch to Baoule, I say, "Très bien. Si vous parlez en baoule, je parlerai en anglais, and then where will we be?" They roar with delight at the sound of the English and immediately change back to French.

These women have the gift of laughter, above all else. The slightest thing sends them off into gales of it, lovely to hear. One student, a handsome, Junoesque woman, is very self-conscious. At the blackboard she twists and giggles and forgets the simplest things that she knows perfectly well. The women laugh uproariously and she laughs with them. Sometimes the din is so loud that I have to send her to her seat to restore order.

Tears and Kisses

Foyer classrooms are not peaceful and orderly. Babies cry and are nursed, toddlers upset everything possible and wander out of the room so that in the midst of reciting, mothers shout and run off in pursuit. Someone has to go to the market for a loaf of bread for a hungry child. The youngsters receive smacks and kisses (mostly the latter), scoldings and admonitions, just as if they were home.

What progress have we made in the Foyer?

First of all, the women, having stepped out of their domestic routines into a disciplined environment in search of something new, have taken a monumental step.

As for academic progress, the beginners have mastered the vowels and several consonants, the simplest formation of letters, and simple addition. They have read, if mostly by rote, about a half-dozen pages of a primer. They have discussed, watched demonstrations of, and practiced various domestic jobs. In sewing they have made layettes, stitching both by machine (we have a good supply of machines; some are hand-operated machines stamped UNICEF) and by hand. Also, they have learned to mend and to knit. Knitting in the tropics? Yes, indeed. Ivoiriens feel the slightest chill in the air (and we often have it, glory be!) and immediately bundle up their babies in woolen caps and booties until that old sun takes over again.

The women are delighted by handicrafts and master them with remarkable speed. We plan to enlarge this field next year. At Christmas time we made ragdolls for the children. I doubt if the

Education System in Ivory Coast

Two contingents of Volunteers now are serving in Ivory Coast as teachers, adult-education workers, and coaches. The first group arrived in September, 1962, and the second in February, 1963. A third group is in training at Oberlin College for arrival in Ivory Coast in September.

Volunteers are currently serving in 22 cities and towns throughout the country.

The institutions to which the Volunteers are assigned are as follows:

LYCEES, COLLEGES, ECOLES NORMALES

These are generally high-level institutions, patterned after the French system of secondary education. The Lycées offer a complete course leading to the *baccalauréat* examinations required for entrance to universities; the Collèges stop short of the *baccalauréat*. The Ecole Normale is a teacher-training institution which prepares fully-qualified elementary and junior-high teachers. Students for all of these must pass an entrance examination at the end of their sixth year of elementary school.

The 10 Volunteers assigned to these schools teach a minimum of 19 hours per week. In the main, they teach upper classmen (ranging from *troisième*, i.e., the equivalent of freshman year in an American senior high school, to *terminale*, i.e., the equivalent of freshman year in an American college). A few are assigned to *Collège d'Orientation*, institutions which include only *sixième* and *cinquième*, i.e., the equivalent of an academically-oriented junior high school; they teach a minimum of 20 hours per week.

COURS COMPLEMENTAIRES, COURS NORMAUX

These are lower-level institutions than the ones above, roughly equivalent to American junior high schools. Students are recruited among those who have passed the terminal examination in their sixth year of elementary school, but at an insufficiently high level for admission to the Lycées or Collèges. They are terminal institutions; the Cours Normaux train *moniteurs*, i.e., a type of elementary-school teacher less qualified than the *instituteur*. The teaching load of the 15 Volunteers here is at least 20 hours a week.

ECOLE ELEMENTAIRE

One Volunteer is teaching in a primary school.

FOYERS FEMININS

These institutions are outside the educational structure itself. They are centers for adult education located in cities and towns, intended to enable women, mainly the wives of government employees, to narrow the educational and social gap that exists between themselves and their husbands. The subjects taught by the 11 Volunteers include: arithmetic, child care, elementary French, hygiene and health, as well as sewing and cooking. The hours are usually 2:30 to 5:00 p.m. Monday through Friday.

MINISTERE DE LA JEUNESSE ET DES SPORTS

Most of the eight Volunteers working as coaches and sports instructors are not assigned to schools, but rather to the ministry which runs the National Institute of Youth and Sports, to which all Ivory Coast competitive athletic teams are attached.

children ever received them because the women themselves loved them so. Since then I have had to make dozens of them for little children who run up to me and say "Madame Scotch, donnez-moi un bébé!"

The advanced students are about two-thirds of the way through the primer, can read more or less phonetically, can write fairly well, and in arithmetic are on about a level with a second-grader in the States.

As I have thought about my work here, I have asked myself some questions. First, in what ways have I achieved rapport with the women? My answer is that there are between us fundamental bonds of womanhood: feelings for maternity, for home, and for family. There is no barrier of race or tradition between women meeting one another on these planes. Watch an African mother bathing her newborn child; watch her hands. She may not be doing things just as you did them, but if you have bathed a newborn baby you can fairly feel your hands in hers.

Then there is the question we all ask ourselves from time to time: what, if anything, can I really accomplish here?

Well, I tell myself, despite your loneliness and other problems, you can at least be a warm, understanding woman among your fellow women, sharing and understanding basic, human things with them. And, since you happen to know how to read and write, you can make every effort to give them these magic keys.

Nothing spectacular—but there you are.

Campaign Against Talk

Goldie Lorenzen (New York City) has a B.S. in nutrition from the University of Minnesota. She worked as a dietitian before joining the Peace Corps. Mary Kiser (Oakboro, N.C.) has a B.A. from Meredith College, Raleigh, N.C., and an M.A. from the Carver School of Missions and Social Work, Louisville, Ky. She has worked as a teacher. Both of the Volunteers are serving as *animatrices* (teacher-demonstrators) in Katiola.

By Goldie Lorenzen and Mary Kiser

Katiola, famous for its pottery, is near the center of the Republic of Ivory Coast and has a population of about 7000. Many of the town's men work for the government, and our Foyer Féminin is a school for their wives, although we have room for a few other women as well.

The morning of registration, few women came to the Foyer since morning is usually their market time. Among those who came on that very warm morning was an old and picturesque chief, wearing the abundance of clothes that befit his station. Our Ivoirienne helper, also an *animatrice* (teacher-demonstrator), translated from his tribal language into French, and we learned that he wanted to enroll all the women in his village. Although the registration by that time numbered 37, we added many new students and told them to come to class the next afternoon.

At 2:30 the next day, about 60 women turned up, many with babies tied on their backs and some of them with another one in their arms. We Volunteers introduced ourselves and began teaching.

For many women, the Foyer was only a novelty, and the number of students has declined to 35. Having taught for six weeks, we know pretty well our students' abilities in French, and soon we shall divide the class by ability. Some of the students have had as much as six years of schooling while others have had none and understand almost no French. Our students are from six tribes, and occasionally this diversity creates seating problems in class. Besides, the wives of government officials prefer sitting with one another.

For convenience, we split our class into two sections. While one group is studying arithmetic, the other is learning the alphabet and writing, and after 45 minutes or so, we change about for the second period. Following a 15-minute recreation period, the two sections merge and we spend the remaining time teaching nutrition, sewing, child care, or hygiene. We have also included some geography, drawing, flower-arranging, and singing. Their singing is beautiful. One of the first sessions was spent in learning the national anthem. *L'Abidjanaise* Once, forgetting the women's varied tribal backgrounds, we asked them to sing an African song for us, and, since they knew no song in common, they could not oblige.

One "subject" being taught all the time is discipline. In the early days, the women talked constantly in class. When a tardy student came in, everybody cheerfully joined in greeting her. Little by little, the anti-noise campaign is winning.

At the start, we found that we were trying to teach too much. It was hard for us to realize that these women, though adults, lacked not only the skills of reading and counting but also understanding of concepts like "plus" and "minus" and "equals." To prevent them from relying on interpretation from French into their tribal language, we try to explain everything clearly with objects and pictures. In arithmetic the first week we spent in teaching $1 + 1 = 2$ and practicing writing a 1 and a 2. We had to show many of the women how to hold a pencil or a piece of chalk for their slates and also show them individually many times how to write a 1 and a 2. In counting it is easy for most of them to associate things like six bananas with the number 6, but the number alone usually does not have any meaning.

In the nutrition classes, their interest doesn't flag if we center the lecture around local foods. We start, for example, with the ingredients of one of their delicious sauces and go on from there.

Some students have invited us home for meals. They are very proud when they can show us how they prepare food. In this way we can see our lessons taking effect and feel we are becoming a part of the community.

DRESSING THE BABY is practiced on an instruction doll by a student who is already a mother (note baby on her back). This photo was taken at Katiola, where Mary Kiser is teaching.

HELPING two students who are learning to write is Volunteer Goldie Lorenzen. She and Mary Kiser teach French, arithmetic, nutrition, sewing, child care, and other subjects to 35 women.

A Personal Experience

Volunteer Thomas Peyton was working in educational publishing in Boston when he joined the Peace Corps. He has a B.A. in French from Carleton College. He is teaching English at a secondary school in Agboville.

By Thomas Peyton

Today is Tabaski, a Muslim holiday comparable, one of my students tells me, to the Christian Christmas. Kouadio G'Napi, a student to whom I have been giving special lessons in English, appears at the door. Like so many of my youngsters, he is a small, finely-structured boy.

He suggests I take a walk with him. I have a letter to mail at the post office, and willingly agree. The *saison des pluies* has not started, but Kouadio tells me that the river is out of its banks, indicating that already rain has fallen somewhere upstream. I know that his room is in a quarter down near the river, and suggest we stop by it.

Kouadio has proposed several times—most recently with the approach of the rainy season—that he come to live with me. He has sagaciously salted his plea by telling me how badly his roof is going to leak when the rains do come.

Kouadio and I leave the street as we approach his quarter and follow an intricate pattern of sand paths that wind in and out among the mud-and-wattle huts.

We stop before a door: a wooden plank set into a sagging wall. Kouadio searches beneath the sill for his key, finds it, and we enter. Here is the room of an average Ivoirien student, a boy who can be said to be among the most fortunate in burgeoning Africa. There is a table with a small mirror on it, a chair, and a straw mattress on which he and the youngster with whom he shares the room sleep.

A cord divides the room in half and on it are hung the few clothes which Kouadio and his roommate, like every youth in this economy, guards so carefully. Appearance is the symbol of all value for Kouadio and his contemporaries. A well-dressed man is a proud man. Not to have European clothes—no matter how cheap they may appear to an American eye—is a flagrant admission of failure. To have them means everything.

There is a single k e r o s e n e lamp. Kouadio shows it to me when I ask him about light. I realize as I take it from his hand that it is empty. For cooking, there is a single burner and a small pan. Kouadio tells me he eats rice; he prefers it to other food, he says. I look at the roof, which indeed is full of holes. One hopes that the pitch is steep enough so that the water will not drain through. The floor is concrete and well swept. Most Africans, Kouadio included, are clean about their houses and persons.

At the end of a hundred-yard walk two toilets are available. There is also a shower used by the entire quarter. The waste flows into a long, winding ditch, which eventually empties into the river.

Departing, Kouadio and I follow the tortuous paths to the river. Here the village life goes on in a kind of halcyon indifference, shocking to the Occidental mind aware of even the rudiments of sanitation. Youngsters are at play in the water, soaping themselves heavily and splashing joyously across the depths to the opposite bank, which rises steeply and disappears in a wonderful thickness of greenery and shade. Women, covered only from the waist down, are washing bright-colored *pagnes*, the native robe worn for everyday. Bare children are everywhere.

The total impression is one of unbounded joy. Life may be short, but what there is of it seen here is happy and simple in the extreme. There is a small, sandy f o o t b a l l field nearby. Here, Kouadio tells me, the students play, and rush between halves to refresh themselves in the brown, cool water. We cross this field on the way back to the road. Four boys are sprawled naked on the hot sand, laughing and careless in the bright sun.

Somehow it comes to me that we have paid dearly for all our knowledge and high civilization: we have paid with fear and bitterness and anxiety. These people live for a brief season in the sun and are no more. I do not want to trade places with them. Yet I wonder as I stand here—the representative of Occidental civilization and the protagonist of the "enlightened" world—if they really want to trade places with me, either.

Progress Is a Wad of Cotton

Volunteer Jule Anne Tadevic of Chicago, Ill., teaches in Abidjan. She studied history and English at Alverno College in Milwaukee, Wis., from 1960-62, and spent the summer of 1961 studying French at Laval University in Quebec, Canada.

By Jule Anne Tadevic

As a teacher in the Ivory Coast, I spend restful weekends with my correcting pen and hurry off on Mondays to a busy week shuttling between schools. I teach (mostly in French) at several secondary schools in Abidjan.

But on Thursdays and Sundays when schools are closed, I put down my white chalk, put on my white robe, and pick up a well-used set of hypodermic needles. Those two days I am a "nurse."

In Africa disease is an enormous problem. To combat it, medical dispensaries are scattered around the country. Most Ivoiriens are early risers—they almost always beat the sun—so the queues at dispensary doors shape up before dawn. Hour after hour they wait to receive a pill, a shot, or a word from the doctor. At midday, some patients take siestas while slouched down in nooks or huddled on stairways in order to be close at hand when the dispensary reopens in the sweltering afternoon.

Though I lacked training, I offered to help out at a dispensary. I thought I could weigh babies, fill out cards, or maybe just cheer up people. Prepared somewhat by an anatomy lesson from the doctor I work for, I became a "nurse."

Ivoiriens are friendly and cheerful but indifferent to sterilization procedures normal to Americans. As injections were prepared, I watched the nurse rub a dirty-gray piece of alcoholed cotton on a patient's arm. She took an already used syringe, rinsed it out with dirty water, refilled it, and gave the shot—with a dull needle. When my turn came to give a shot, I used clean cotton—but the same syringe and a needle either dull or bent.

Perhaps this practice spread germs and disease, but health techniques are gradually improving, even after little changes. Tables, bottles, and containers now are washed—not the most important matter but a sound, hygienic idea. Used cotton now is thrown away—a striking innovation.

Our patients aren't concerned with medical practices. Nevertheless, their coming to the dispensary at all is a great break from their past and surely represents progress.

Noise Comes in Several Sizes

Volunteer Suellen Fisher of Coconut Grove, Fla., has a B.A. in education from Oberlin. She is the only Volunteer in the Ivory Coast who teaches primary-school children. She works at Port-Bouet, near Abidjan.

By Suellen Fisher

The children I teach are five years old and are in school for the first time. Some were born here in Port-Bouet, a fishing village, and some moved here; but not one of them knows much French, the official language of the country. Nevertheless, they're proud to sport school uniforms—bright blue dresses for the girls, khaki shirts and shorts for the boys—and to stand at attention with the other 800 pupils for the weekly flag-raising ceremony.

They don't understand the words of their national anthem any better than American children comprehend all of *The Star-Spangled Banner*. Luckily I'm the only one who overhears their rendering of "pays de l'hospitalité" as they sing out enthusiastically, "payez pour l'hôpitalité." Naturally, I try to correct their pronounciation, but I do let them continue to sing "Sur le pont d'Abidjan" when we're in the classroom, out of earshot of older children who would mock the young ones' substitution of the African "Abidjan" for the proper French "Avignon."

Over the brown double doors of a classroom, which measures 15 by 15 feet, the letters S.E., standing for *Section Enfantine*, have been painted in white on a black slate. Thirty-some boys and girls sit around six brightly colored tables. They already have entrusted to me their mid-morning snacks—a slice of bread with tomato sauce and macaroni, mangoes, or dried fish—and are more or less attentive as I call the roll. Sogbo Brogahi Stanilas, Bry Narcisse, and Bakary Traore have never appeared in class since I've been teaching here, so I make up simple arithmetic problems about how many more stools we would have to buy if they were to come. In place of those absent, however, are many children not officially registered. The extras are children of some of the school's African teachers, a nephew of the former minister of education, fishermen's children, planters' children, taxi-drivers' children, and others who come, I suppose, to be with their friends. This obliges me to sign the school register this way: "Registered 30; Present 35; Absent 3."

Physical education is held in the morning, the coolest part of the school day. To begin with, I give the children variations of the exercises we learned as Peace Corps trainees, let them bend and stretch to "Meunier, tu dors," march and sing "J'ai perdu le *do* de ma clarinette," and dance "La Capucine." I have them run races and play circle games to accustom them to the ideas of choosing teams, of winning, and of losing. Lately, I have been using part of the 45-minute period to practice for "la fête scolaire." La Section Enfantine is going to present three dances: the Bunny Hop, the Hokey Pokey, and the Twist. The first two I taught them; the third they taught me.

While they rest heads, I get water from the pump, fill a bucket, and prepare soap and towel for the "soins de propreté" lesson. I guess they've been used to plain soap because the day I took a cake of perfumed soap to class the children couldn't stop smelling their hands all afternoon.

Best Defense

One day the principal leaned in from his office, probably to ask me to explain the noise coming from my class. In the French system of education, "noise" seems to mean any talking not in unison. My principal never did get to pose his question, however, because I immediately invited him to see what was going on in each of my noise centers. One group of children was busy arranging a 15-piece Fiesta Canister Set (plastic bowl-covers supplied to all Volunteers), from the smallest to the largest, thus practicing distinguishing similar objects by size.

Another group was playing an arithmetic game I had made from file cards on which I had pasted a hundred sets of pictures for the children to pair up.

In the reading corner, a half-dozen others sat turning the pages of books, pretending to read stories they had come to know by heart.

Learning by Association

The group in the midst of an animal lotto game had grown a little rowdy (the principal did observe that the children were associating a French term with an image and were learning to play independently), but the "noisiest" group was hammering and banging wooden pieces together to form buildings and houses.

I had to justify the various activities as best I could.

The children's day ends with a cup of milk and a song. Milk represents a real treat in their lives and I have made a point of talking about the animal from which milk comes. They wrote about *la vache* in their notebooks and learned a charming recitation by Daudet on the sound milk makes as it squirts into the farmer's pail.

I was reminded, however, of the necessity of taking nothing for granted and of being sure my students have really understood, when late one afternoon a bright five-year-old called out, "Voilà la vache!"

I stopped serving the cups of milk. "Cyriaque," I asked, bewildered by this observation, "où tu vois la vache?" He smiled knowingly. "Mais, c'est toi, Mademoiselle, parce que tu nous donnes le lait."

FLASH CARDS and story books are two of the instructional aids used by Volunteer Suellen Fisher, who teaches youngsters in the fishing village of Port-Bouet, near Abidjan. Her students, who are five, are in first year of school.

The Coaches Pitched Right In

Volunteer Bill Gunderson of Everett, Wash., received his B.A. in political science from Washington State University in 1962. He is teaching physical education.

By Bill Gunderson

No sooner had the second group of Peace Corps Volunteers arrived in Ivory Coast last February than the six coaches in the group were put to work. The immediate target was the Friendship Games, to be held in April at Dakar, the capital of the West African country of Senegal. The participating countries were 22 African countries and France.

Four of us moved into a tent at the training center for Ivoirien athletes in Abidjan, the capital, and settled down to serious work. Jack Crowell (Tipton, Ind.) and I assisted the French track coaches, worked out with the teams, and provided some practice competition for the Ivoiriens.

Before Jack joined his group of runners, the 1500-meter man could do no better than 4 minutes 18 seconds. Competition from Jack brought the Ivoirien's time down to 4:09 before the games, and at Dakar he was timed at 3:59.

Two other Volunteers were made head coaches of their teams. Washington Kingsby (San Jose, Cal.) worked out twice daily with his boxers, at 6 in the morning and at 4:30 in the afternoon. Washington soon made fast friends with his boxers. Before April, he had been invited home to dinner at least once with every one of them.

Bob Gallagher (Orange, N.J.), a member of the first group of Volunteers, was in charge of the men's and women's national basketball teams. He was assisted by Vince Tschamler (Augusta, Me.), a member of the second group. The popularity of basketball in Ivory Coast kept them busy. Besides working with the national teams, they helped out with a city basketball league, an industrial team, and children's teams.

The two other new Volunteers were engaged in tennis and in physical education. Dan Ayala (Long Beach, Cal.) had to start from scratch in tennis. Since there was to be no national team going to Dakar, he spent his time creating interest in the sport, and now he has a nice crop of players coming along. After a week in Abidjan, John Ainsworth (Rochester, N.Y.) went to an outlying town to be in charge of physical education there.

At Dakar, Kingsby and Gallagher were given the honor of marching with the Ivoirien athletes during the opening ceremony. Many fine athletes competed at Dakar. The Ivoiriens didn't win many medals, but they profited by their own work and by observing their competition. Washington Kingsby's boxers won one gold medal, two silver medals, and two bronze medals. One of our runners won the 100-meter dash.

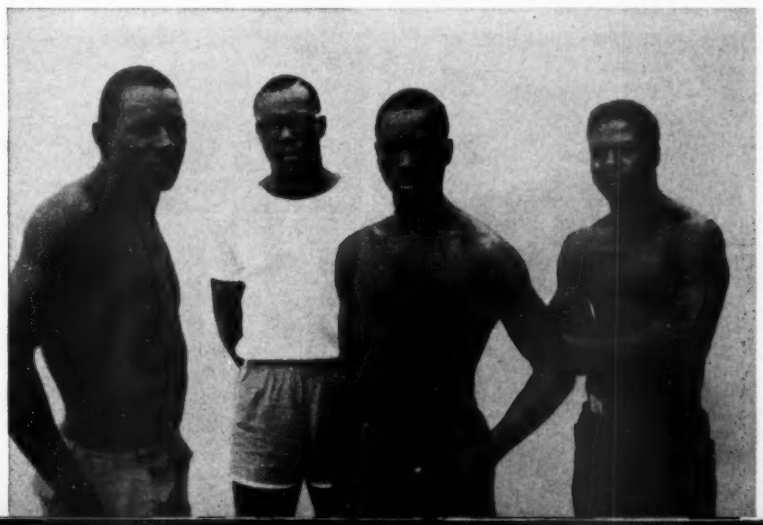
During the games, we conferred with Volunteers coaching in Senegal, discussing problems and future West African competitions. These talks gave us new ideas for our own jobs when, after two weeks in Dakar, we returned to Ivory Coast.

Our national teams were given a rest after the Dakar games, so we Volunteers worked with the younger and less skilled athletes. Washington Kingsby found some boxers to help out. He was elected president of his neighborhood soccer team, and he attends practice sessions when he can and cheers on his boys.

Jack Crowell worked with a neighborhood boys' basketball team, and Dan Ayala, by putting backboards under the grandstand at the main stadium, will continue giving tennis instruction during the rainy season.

Bob Gallagher is as busy as ever with basketball teams around Abidjan. Vince Tschamler and I found satisfying work in aiding boys 7 to 15 at a re-education center in Abidjan. Most of the boys have no families to care for them, and they have been in trouble with the police.

IVOIRIEN BOXERS pose with coach at Central Boxing Club, Abidjan. They are Drammane Ovedraogo (left), Volunteer Washington Kingsby (San Jose, Cal.), Konta Ovatlara, and Kassim Bouya.



About a dozen live at the center, and others go there afternoons to play volleyball and basketball.

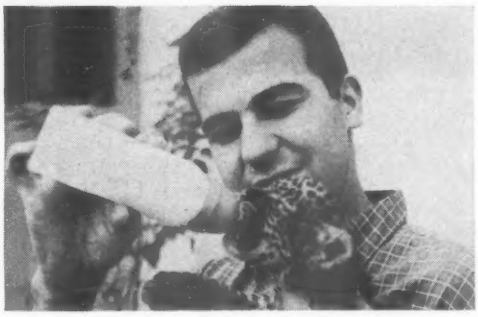
For two months the Volunteers worked with a French physical-education instructor to learn French methods in use here. For the first month we studied all the games and exercises, and for the second we practice-taught. With this training, the Volunteers this fall will be placed in schools to teach physical education.

This summer three of us are working outside Abidjan to start programs for next year. Vince Tschamler is in charge of basketball in Bouaké, the country's second-largest city, with a population of 70,000. I am teaching swimming at a public pool there. Jack Crowell is in Divo, where he was offered a coaching and teaching job.

We have found our work enjoyable. Naturally, the job has required tact where our methods have crossed with the traditional French ways. But we have seen a lot of progress during our stay here and we hope to see more.

TIP ON GRIP is given to star player of Volunteer Dan Ayala. Boy, 13, playing barefoot, won Abidjan tournament. Don finds many potentially good players as interest in tennis takes hold.

TEACHING students folk songs, Volunteer Joel Brainard (Baltimore, Md.) breaks out his banjo for accompaniment. Joel, a graduate of Oberlin College, is serving as English teacher.



PET'S MILK is handled by Volunteer Richard Goulet for his cheetah cub. When grown, cheetahs can run 65 m.p.h. for short distances. Goulet (Waterbury, Conn.) serves as teacher of English at Daloa.

A SWING AND A MISS are registered by the batter (arrow points to ball) in game organized among boys in town of Man. Volunteer John Ainsworth, a physical-education teacher, is catcher.

Bouncing Back on a Smile

Volunteer John Ainsworth lives in Rochester, N.Y., and has an A.B. in zoology from Houghton (N.Y.) College. He teaches physical education in the town of Man.

By John Ainsworth

Whether Peace Corps Volunteers are expected to be missing links or square pegs for round holes, "flexibility" is, in any case, our byword for all occasions. Why do the most flexible Volunteers get all the praise?

In Man, a pleasant town not much bigger than its name, surrounded by mountains forcing their granite caps up through clinging jungle, I carry out a pretty regular job. As *Professeur d'Education Physique* at the Cours Complémentaire, I teach the same classes day after day. Rugged regularity is the framework which Volunteers, whether they teach physical education, mathematics, home economics, or other subjects, must work within while also remaining flexible enough to go beyond.

My partner, Bill Mygdal (Denver, Col.), and I have worked outward into other areas. The trick is to do your job, and at the same time, keep your eyes and ears open to extracurricular possibilities. For example, Bill has been using his long reach to become acquainted with the men in town who take their volleyball seriously. (A player can't help noticing the man who hammers the ball right down on him.)

The boys here pick up new games with enthusiasm. One afternoon I took a ball and a bat to a public playground. By the second pop fly, enough boys had turned up so that we could try a game. If you want to test your flexibility, just try to explain softball rules to a 10-year-old who has never even seen a picture of the game.

Our students must be flexible as well. They have had a time working out the various forms in high jumping, for example. The emphasis on drills confused many of the students at first. During the early weeks, students didn't understand about winning, and we had many four-way ties in relay events.

Even during the last days of school in June, we tried something new, assisting the government sports inspector in a testing program for the *sixième* (roughly equal to sixth or seventh grade in the U.S.) We travelled from town to town in the district and, by means of standard comparison charts, graded students on four events: 50- or 60-meter dash, high jump, rope climb, and shot put.

Our work here is by no means all giving. The people in Man are continually giving to us—of their goods and their friendship. The other day a boy came in for help on a letter he was writing to the U.S. to one of my mother's students (we have set up a correspondence club), and he stayed afterwards to chat. Another student usually brings along bananas, pineapples, or some other fruit when he visits.

Yet, with all this, there are days when the students lack enthusiasm for a new game, and the words I use seem incomprehensible. After plodding through such a day, on my way home I may pass a tiny tyke I know. He waves his hand in greeting and with a gigantic smile shouts (or rather squeaks), "Ca va?" I have to admit to him that despite my feeling of the moment, everything really is OK. Whether he knows it or not, that little fellow has given me a new burst of flexibility.

Stroke of Talent

Volunteer Dan Ayala of Long Beach, Cal., studied business administration and physical education in college. In Ivory Coast, he is serving as a physical-education instructor, mostly coaching tennis around Abidjan.

By Dan Ayala

Even though tennis was introduced in Ivory Coast 40 or 50 years ago by the French and English, interest in the game in the intervening years has been nil for Africans. The colonials, of course, ran the clubs, and Africans were admitted on the courts only as ball boys. Since independence Africans have ventured farther onto the courts and have taken rackets in hand.

I'm currently giving lessons six days a week in two locations around Abidjan. I supply rackets and balls and lessons on rules and etiquette to my students. Attracting attention of the young men is not difficult when there is sufficient equipment. My students can't afford shoes, let alone tennis rackets.

My students seem to have natural abilities for tennis. The beginning strokes, timing, and follow-through come as second nature. The time between their beginning and their intermediate stages is very short, when with most players it normally is the most lengthy stage. Furthermore, the endurance of my students is unmatchable. They can play for hours in the heat with little aftereffect.

In a recent city-wide tournament, one of my boys, a 13-year-old, walked off with top honors. He used to shag balls for 10 cents a set until I gave him a racket. He immediately took a liking to the game and whipped everyone around. He plays in his bare feet, and can go day after day without even stubbing a toe. After he won the tournament, the Tennis Federation outfitted him with a racket and proper clothing. His buddies, till then uninterested in the game, suddenly took notice. My classes have now doubled.

When I can, I will introduce the game in neighboring communities, where there are usually courts available at the local Lycée. After instruction and practice, we will hold another tournament and look at the prospects. There is plenty of potential here. All it needs is developing.

A Time for Action

Volunteer Bob Gallagher is from Orange, N.J., and received his B.A. in English in 1957 from St. Peter's College in Jersey City. He is now serving as a physical-education teacher in secondary schools in and around Abidjan.

By Bob Gallagher

One week school halls are bustling as students are cramming for exams. The next week school is out—books are closed, halls are hollow, and classrooms are silent. Even the Foyers Féminins, where village women learn languages, health principles, food values, and the like, are deserted.

Summer is here. Many students go home to their villages. Others stay in town and work; others just stay in town. Some would like to continue their studies, but most of the teachers here are French and they go home to France for the vacation. The Lebanese merchants leave their shops and go home to Lebanon, and even the weather contributes to the summer slowdown: heavy rains begin in June and last until late July. Last year normal activity did not resume until November.

Most Peace Corps Volunteers in the Ivory Coast work in the field of education and, though perhaps fighting the current, they started summer projects for their students.

One girl is continuing her classes at a Foyer Féminin, despite the traditional summer shutdown of these institutions.

Two Volunteers moved upcountry to work at a center for orphans and delinquents. Later in the summer, they will team up with other Volunteers and several Ivoiriens and visit inland villages to demonstrate organized sports, to show how to improvise equipment, and to present films.

The group will go only to towns to which Volunteers will return in the fall, so that interest created this summer will have continued guidance. In support of the program, the Ivory Coast Ministry of Youth and Sports has requested the Volunteers to seek especially talented village youngsters to attend the Ivory Coast National Institute of Youth and Sports (where several Volunteers are part-time staff members).

Summer projects in villages are mostly based on ideas of individual Volunteers. A physics teacher is conducting summer classes for interested students. Some Volunteers are helping out at a leprosarium, and others at dispensaries and hospitals. One Volunteer is working as a laboratory assistant in a malaria study. Others are assisting in the orphanage at Korhogo, in the far north.

One science teacher and several Ivoirien students plan to build a telescope to equip an observatory, the first in that area.

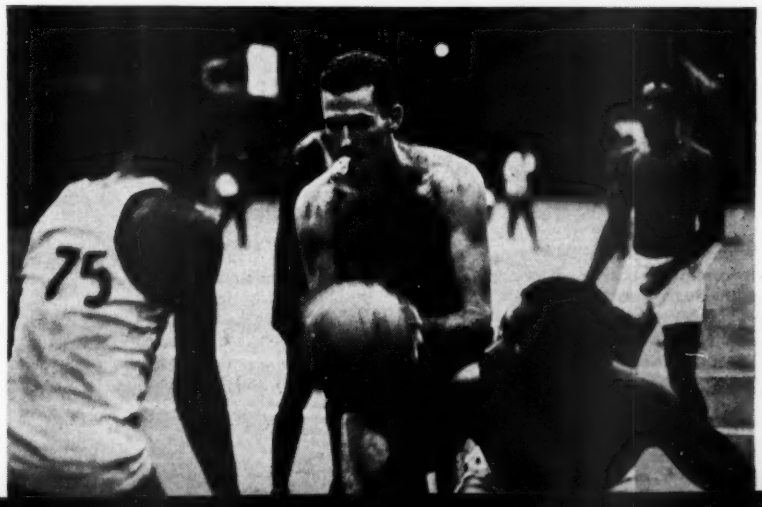
Here in Abidjan, another Volunteer, recognizing the need for organized diversion for residents of the waterfront, has encouraged a company to sponsor a ball club. He hopes this will begin a league for industrial workers.

To assist the National Finance Dept., two other Volunteers will analyze survey data pertinent to the Ivory Coast's Development Plan.

During the past year many Ivoiriens have heard word of the Peace Corps. We Volunteers are widely dispersed and have had contact with a variety of people. To answer the Ivoiriens' numerous inquiries, one Volunteer is undertaking to write in a dialect a brochure touching on the most common questions about the Peace Corps.

Though the summer slowdown can be turned into useful activity, at least in a few areas, the efforts of a few dozen Volunteers in a country of millions will not show soon. Perhaps, in years hence, we will read of change in summer activity in the Ivory Coast, and will be able to smile with satisfaction and think, "I saw a need. I helped."

JUMP AT CENTER starts practice game for national basketball team, working out under Bob Gallagher on court at National Stadium, Abidjan. Players work during day, practice in evening.



More Career Opportunities For Volunteers

Following are notices of additional educational and career opportunities received by the Division of Volunteer Support since the publication of the July issue of THE PEACE CORPS VOLUNTEER.

Fellowships and Scholarships

University of Wisconsin's Land Tenure Center has set aside two fellowships for returning Volunteers. The Land Tenure Center trains persons for research and technical work in the economic, social, political and administrative aspects of land ownership, land tenure, and agrarian structure in Latin America. Fellowships carry a stipend of $2200 for the academic year plus $400 for each dependent. Recipients must possess a bachelor's degree and must be committed to obtaining a Ph.D. in the social sciences. In addition to having maintained a good academic record, they must be fluent in Spanish or in Portuguese. Recipients will carry a full-time graduate program and will be required to work 15 to 20 hours a week in the center's research program. The application deadline for the 1964-65 academic year is Feb. 15, 1964. Write to William Thiesenhusen, Executive Assistant, Land Tenure Center, University of Wisconsin, 310 King Hall, Madison 6, Wis.

Tufts University's Fletcher School of Law and Diplomacy has established two fellowships of $3000 each for returning Volunteers for the fall of 1964. Fletcher offers comprehensive graduate programs leading to an M.A., an M.A. in law and diplomacy, and a Ph.D. in the following fields: international law and organization; international economics, trade and finance; diplomacy; and world politics. The program prepares persons for careers in the State Dept., the United Nations, or other international agencies; international business, finance and journalism; and teaching and research in international affairs. Candidates should have completed undergraduate course work in history, government, economics. Application deadline is Feb. 15, 1964. Write to Miss Marcia Casavant, Registrar, Fletcher School of Law and Diplomacy, Medford 55, Mass.

Colgate University is providing special opportunities in graduate study for returning Volunteers:

- The Teaching Intern Program—Two internships for graduate candidates working to become secondary-school teachers of natural science, mathematics, social science, English, or modern language. This program involves a minimum of one summer and an academic year, which includes one semester as a regularly employed teacher in a public school. The internship includes a minimum salary of $2250 for the semester of teaching, plus scholarships and loans awarded on the basis of need. Applications will be received up to Apr. 1 for the 1964-65 academic year.
- The Residential Advisers Program—One appointment for a Volunteer candidate for an M.A. degree in secondary-school counselling and guidance or in student personnel work in higher education. Recipient will serve as residential adviser to freshmen. Advisers receive full tuition and fees, and board and room (about the equivalent of $3000). The academic program is for one summer and an academic year. Applications will be received up to Apr. 1 for the 1964-65 academic year.
- M.A. Degree in Selected Fields—One half-tuition-and-fees fellowship ($850) for a Volunteer candidate for an M.A. degree in philosophy, psychology, English, history and political science, plus opportunities for loans. Applications will be received up to Apr. 1 for the 1964-65 academic year.
- Intensive Summer Program for Liberal Arts Graduates—Liberal-arts graduates wishing to enter secondary-school teaching can enroll in a special four-summer course and be placed in regular teaching positions after the first summer. Some scholarship assistance and loans are available for returning Volunteers for use during the first summer of the program.
- Course Credit—On an individual basis, up to six hours of credit will be granted for Peace Corps training that is clearly related to the degree programs for teaching interns and residential advisers. For Volunteer candidates admitted to an M.A. program in an academic subject, up to six hours of credit will be granted for related work taken on a graduate level at an accredited institution.

Write to Raymond Rockwood, Director, Graduate Studies, Colgate University, Hamilton, N.Y.

Government

Civil Service Commission seeks returning Volunteers for work as investigators to conduct suitability and security investigations on applicants for positions with federal agencies and on prospective employees of contractors engaged in sensitive government work. Starting salary is $5540. To qualify, the applicant must possess a college degree. In addition, he must have graduated in the upper 25 per cent of his class; or he must have graduated with an average of B; or he must have had one year of graduate study; or he must have had six years of resident study leading to an LL.B.; or he must have had four years of progressively responsible experience. Openings are available in the national office and in regional and branch offices. Write to Director of Personnel, U. S. Civil Service Commission, Washington, D. C. 20025.

Dept. of Commerce, Bureau of the Census, is interested in employing returning Volunteers who have training in economics, demography, agriculture, sociology, or a related social science if they have had some course work in statistics and are interested in the quantitative analysis of mass data. In addition to the population census, the bureau provides statistics on agriculture, housing, business, construction, manufacturing, mineral industries, foreign trade, health, and special projects. Opportunities are available in research, planning, testing, data analysis, data compilation, and publication. Openings are also available as technical advisers to governments around the world. Write to Chief, Employment Branch, Personnel Division, Bureau of the Census, Washington, D. C. 20025.

Atomic Energy Commission offers job opportunities for returning Volunteers with scientific or engineering training in the nuclear field who are interested in the management and administration of the national atomic energy program. Opportunities are also available in AEC's intern and trainee programs for recent college graduates with degrees in engineering, physical and life sciences, and social sciences. In addition to its responsibilities in national security, the AEC is active in developing the peaceful uses of atomic energy in fields such as electric power, medicine, agriculture, industry, and space exploration. Write to Director, Division of Personnel, U. S. Atomic Energy Commission, Washington, D. C. 20025.

Other Opportunities

American Organization for Rehabilitation Through Training seeks returning Volunteers to work in its vocational and techical training programs in Mali and Guinea. Positions are available for teachers, shop instructors, technical specialists, and administrators. Qualifications include fluency in French and vocational education or engineering background. Administrative experience is desirable but not essential. Assignments will be for two years. Write to Paul Bernick, Executive Director, American ORT Federation, 222 Park Ave. South, New York 3, N.Y.

ACTION-Housing Inc. is seeking candidates for positions as workers with its Neighborhood Urban Extension Demonstration. Financed in part by a Ford Foundation grant, this five-year plan is a unique and comprehensive program of urban development. Its basic aim is to help people help themselves in revitalizing their own neighborhoods. Candidates should have a strong interest in the opportunities and problems of the city, with experience in urban affairs. Salaries range from $5400 to $11,000. Write to Bernard Loshbough, Executive Director, ACTION-Housing Inc., 1 Gateway Center, Pittsburgh 22, Pa.

New Centro to Serve District Settled by 7000 in Two Weeks

(Continued from page 8)

because these newly built-up sections have no trees—just miles and miles of cane shacks on stilts. During this weather, people tend to live inside to stay out of the sun and the rain.

Our area is served by two bus lines from downtown Guayaquil. The two important streets these busses run on are paved but our 25 blocks, as well as the rest of the southwestern *barrios suburbanos,* have no other paving. They are solely constructed of rocky fill, dusty in the dry months and gumbo mud in the wet months. These *barrios,* encompassing far more territory than the city proper, have been built entirely since 1953. *Tiendas* (neighborhood grocery stores), small industries in houses, and variety stores are so thickly distributed on the streets that it is a wonder any can make a go of business. There are many schools in the area, including four private primary schools within our 25 blocks. The illiteracy rate is low: only about five per cent. The original squatters moved into the swampland and built their cane shacks with the foreknowledge that the city would eventually expropriate the property from its owners and then charge the squatters only a pittance for rights to the land on which they had built. The city then in time paves the streets and furnishes sewer, water, and garbage service. street lights and stop lights, and police and fire stations.

Our area has adequate street lights, and all the dwellings have electricity for lights and radios. Most families cook on a sort of three-rock campfire or on a charcoal stove. Cooking takes place in the back yard in a thatch lean-to attached to the one-room, cane house. Everybody's patio—most of them are treeless, grassless, plantless—is fenced in with cane and in it the living goes on. Here the women wash; chickens, geese, and pigs run underfoot; and children play. During the wet season the patios are gumbo mud. Under the house is estuary tidal mud.

Land Rush in La Chala

A few blocks from us is a newly settled area called La Chala. For three years the owners had been filling with crushed rock and fill dirt. There were no roads. One small plot had been donated to hold our new Community Center. Then last September, 7000 Guayaquileños moved in, setting up squatters' dwellings within two weeks. They put up cane poles with a tarpaulin or a blanket as a roof. When the rains came, squatters found their muddy "streets" unnavigable, so they locked up their places and went back into the city.

Now with the dry weather they are building and filling. A new drainage canal meanders through a half-mile stretch of this land. Its banks are planted with young king palms, cement walks are in, and the latest fluorescent street lights installed. In this area will rise our new Centro, a one-story adobe-cement building with a large L-shaped patio and six classroom-shoprooms. We hope that when we move, some of the hard-working people of our present Centro will move there with us.

Volunteers' Projects

At the Centro the five Peace Corps Volunteers have worked at what best suited their talents. Rudy Garcia (Phoenix, Ariz.) is an artist and a manual-arts teacher. He edits the *barrio* newspaper and also teaches a class in English at the Centro. Paco Serrano (Larendo, Tex.) teaches English and theater and has organized the social events. Mike Valentine (Ogden, Utah) is building latrines, helping clean up garbage, teaching a class in English, organizing sports activities with the boys. Last winter he ran a recreation camp for boys at a beach resort 40 miles west of Guayaquil. Sam McPhetres (Juneau, Alaska) is the subdirector of the Centro in charge of the night program. He oversees seven night classes, helps with the movies, teaches an English class, runs the Friday night Community Organization meetings.

Sam and Rudy worked in the community to obtain physical examinations for the boys going to camp, arranged transportation, and worked with the families regarding the boys' health problems. At camp, Sam taught a health class; Rudy taught manual arts and folklore.

Health Work

I, the fifth member of the Peace Corps contingent in this Centro, work with the National Public Health of Ecuador. I supervised the 16 *vacunadoras* in the vaccination programs. I teach 200 students in first aid and practical nursing, and I am arranging for my students a program for practical experience in Infant Care Centers and Public Health Centers.

There are may more projects to undertake, but the people are doing many things for themselves. They are sure to find more and more things they will want to do as a community. They are willing workers, although they have difficulty in seeing what there is to do until a plan is explained to them. With experience in planning for themselves and making decisions for themselves, a real community—a really beautiful and cohesive suburban community — could emerge from the salty swamps where the people now fight mud, insects, disease and unemployment.

"UNO DE LOS CHIQUITOS," say the fingers of this cheerful boy in describing the intestinal worms with which he is afflicted. Smiling with him is Gerrie Mattie (Racine, Wis.), a practical nurse and one of three Volunteers in a mobile health unit circulating in Las Yungas, a jungle area some 60 miles northeast of La Paz, Bolivia's capital. Dan Goldsmith (Chicago), who took this photo in town of Miraflores, notes that tropical disease has destroyed part of boy's right ear.

Agencies Train Volunteers and Run Programs

(Continued from page 6)

help the general needs of the Peace Corps. Two of these organizations, the National 4-H Foundation and the Experiment in International Living, have given full training for 10 projects, while others have assisted in the overseas phases or in the technical components of training.

On a practical, administrative level, the Peace Corps has found that it can learn and profit by association with private groups and their personnel who have had experience in overseas operations. At the same time partnership with the Peace Corps helps to stimulate and inspire private organizations in their activities. Heifer Project Inc., which was established to furnish livestock and poultry, to upgrade and enlarge herds and flocks overseas, has been able to expand its program greatly through its joint projects involving Peace Corps Volunteers.

The Grange never had an overseas program until it joined forces with the Peace Corps. Stimulated by the National Grange's Peace Corps project, each of nearly 8000 Granges in the United States plans, during 1963-64, to present programs to its members explaining the Grange-supported Peace Corps projects in Guatemala. Eventually each agricultural Volunteer in Guatemala will have a Grange in the U.S. supporting him in his assignment. The Grange and other private organizations, administering various Peace Corps projects, are also responding to the requests of individual Volunteers from other projects.

By discussing coming projects with private organizations, the Peace Corps actively seeks contracts with them. But organizations also initiate project proposals for Peace Corps consideration. The established programs or relationships of many of these organizations with institutions and individual leaders have helped to gain host-country acceptance in the initiation of Peace Corps programs. Thus the first Peace Corps programs in Colombia and Sierra Leone were co-operatively undertaken with CARE, in Brazil and Venezuela with the National 4-H Club Foundation, in Iran with the Near East Foundation, and in St. Lucia with Heifer Project. Such co-operation by private organizations with the Peace Corps abroad helps to reveal the diversity of American society by demonstrating that the Peace Corps represents the American people, not just the government.

INSPECTING SHEEP donated by Heifer Project Inc., which runs two Peace Corps agricultural programs in Ecuador, are Joan Neill (Philadelphia) and Milan Alby (Thief River Falls, Minn.).

TEACHER'S AID is this flannel-covered board used by Janet Mueller (Kearney, Neb.) in her English classes at a girls' high school in Kabul, Afghanistan. Cardboard shapes containing printed word or phrase can be moved around by students in drills on sentence structure.

Call for Assistance Brings 39 Replies To Headquarters

A recent call in Washington, D.C., newspapers for volunteer workers willing to help Peace Corps headquarters for six weeks in a special project brought 39 responses within a week.

The six workers selected will assist the Division of Research in tabulating test results taken by Peace Corps Volunteers during training, information from Volunteers' application forms, and other records. Data will later be correlated with overseas records to test for accuracy the predictions used in the Volunteer selection process.

Since the Peace Corps first asked last February for nonsalaried workers to help at Peace Corps headquarters, 110 persons—aged 15 to 80—have worked full- or part-time at tasks ranging from typing letters to stuffing envelopes.

LIFE LINE

(Continued from page 2)

and more foreign aid, so the Peace Corps at home would be a pilot project for eventual federal control and operation of all welfare programs and voluntary social services.

Already, state and federal bureaucrats, through their control of welfare purse-strings, have invaded the administration of almost every local program in the nation to help the unfortunate, and have repeatedly prevented common-sense reforms when these programs get out of hand. But the domestic Peace Corps would go one step farther by turning even the actual person-to-person social work in problem communities over to federal employees, the Peace Corpsmen. These Peace Corpsmen, more likely than not, wouldn't even come from the same part of the country as the community in which they were assigned to work. Nothing could be better calculated to kill off all local initiative to help the needy, and instead place the whole burden—not only financial, but the day-to-day personal working burden—of local welfare on the federal government.

These projects have a snowball way of growing. If 5,000 federal welfare agents under the name of a domestic Peace Corps seem to be doing well, or the American people can be propagandized and news-managed into thinking they are doing well, their numbers will soon grow to twenty, thirty or forty thousand.

Young people interested in social work will be shunted away from their own home towns and cities and into the federal service. With all the resources of the U.S. Treasury behind them, federally financed and federally managed local welfare programs, carried out on the spot by these domestic Peace Corpsmen, would displace local and private charity at an accelerating rate. And the less local and private charity could do because of this interference, the more the advocates of federal power would cry that local and private charity could not do any part of the job well—that the federal program must do it all.

The time to stop this trend is now, *before* it gets started in this new domestic field. Let the people of each community take care of their own. Let them, at the very least, use their own people to bring help and hope to their own unfortunates, not some beguiled young federal employee who never saw their community or their state before.

We do not need a domestic Peace Corps. Peace is not in danger on our own soil. But freedom is. Personal and charitable enterprise is. Federal aid should always be the last resort, if called upon at all. It should never be imposed, under the guise of idealism, where it is not needed and would not be wanted by anyone with a touch of pride in his own community and its willingness and ability to care for its own.

If the domestic Peace Corps gets underway, it will soon become another one of those "indispensable" government services, financed by taxes, a constant drag on the economy, a constant additional factor in the rising national debt. And the planners will say, "Surely, we can't cut down here. We must keep spending for our domestic Peace Corps." And, in truth, once any sort of bureaucracy is established, it is almost impossible to do away with it.

This is program # 17. Two typewritten copies for 25¢ cash, check or stamps, or 10¢ each in larger quantities. Write LIFE LINE, Washington 1, D.C. Our three-times-a-week patriotic newspaper, LIFE LINES, $5 a year.

In just a moment a final thought.

(COMMERCIAL . . . 45 seconds)

Until we meet again, remember: Service to a government is not the same thing as service to humanity, because their interests are not always the same. It will not help to bring back hope to an unfortunate if at the same time you are destroying his freedom to hope.

This is LIFE LINE from Washington.

PEACE CORPS AROUND THE WORLD

OVERSEAS		TRAINING	
Afghanistan	35	Bolivia	13
Bolivia	110	Brazil	65
Brazil	165	Cameroon	65
British Honduras	31	Chile	63
Cameroon	39	Colombia	196
Ceylon	35	Costa Rica	48
Chile	57	Dominican Republic	97
Colombia	248	Ecuador	139
Costa Rica	26	El Salvador	34
Cyprus	22	Ethiopia	166
Dominican Republic	141	Gabon	22
Ecuador	153	Ghana	57
El Salvador	21	Guatemala	43
Ethiopia	278	Guinea	62
Gabon	38	India	39
Ghana	94	Iran	16
Guatemala	25	Ivory Coast	21
Honduras	27	Jamaica	15
India	115	Liberia	205
Indonesia	17	Morocco	60
Iran	41	Nepal	40
Ivory Coast	47	Nigeria	184
Jamaica	32	Nyasaland	3
Liberia	128	Pakistan	104
Malaya	168	Panama	31
Morocco	56	Peru	91
Nepal	65	Philippines	223
Niger	15	St. Lucia	20
Nigeria	250	Senegal	40
N. Borneo/Sarawak	90	Sierra Leone	69
Nyasaland	42	Thailand	66
Pakistan	136	Tunisia	1
Panama	29	Turkey	133
Peru	312	Uruguay	27
Philippines	471	Venezuela	31
St. Lucia	2		
Senegal	32	**TOTAL IN TRAINING**	**2489**
Sierra Leone	85		
Somalia	35	**TOTAL OVERSEAS**	**4215**
Tanganyika	24		
Thailand	223	**GRAND TOTAL**	**6704**
Togo	41		
Tunisia	94		
Turkey	39		
Venezuela	81		

Volunteers who have completed service: 420

Figures as of Aug. 1, 1963

4 Companies Give Workers Service Leave

Four American rubber companies have accepted the proposal of the United Rubber, Cork, Linoleum & Plastic Workers of America to grant workers leave of absence for Peace Corps service.

They are Firestone Tire & Rubber Co., General Tire & Rubber Co., B. F. Goodrich Co. and Goodyear Tire & Rubber Co. Except for Goodrich employees, workers volunteering for the Peace Corps will continue to accumulate seniority during Peace Corps service.

In a letter to George Burdon, union president, Peace Corps Director Sargent Shriver said: "You know, of course, that there is a great demand in the new nations for American technicians who can share their skills with other peoples. In many, the development of new trades and vocations is essential to the development of a viable economy.

"Rubber workers who volunteer for the Peace Corps will have the benefit of two rewarding years of service. Furthermore, in the long run, the experience and knowledge that they will gain will become valuable assets to their companies, their union, and their communities."

DEMONSTRATING RATIOS of weight lifted to applied force by using a series of pulleys is Roselyn Ereneta of San Diego, Cal. Roselyn is a physics teacher and one of 30 Peace Corpsmen in a special science program at Central Visayas State Teachers College in Cebu City, Philippines.

PEACE CORPS
WASHINGTON, D.C. 20025

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